

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

13	Elementary schools (includes K-8)
6	Middle/Junior high schools
7	High schools
1	K-12 schools
27	TOTAL

2. District Per Pupil Expenditure: 7850

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☒ Small city or town in a rural area
- ☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	53	57	110	7			0
1	52	64	116	8			0
2	54	58	112	9			0
3	61	57	118	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							456

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
 % Asian
 % Black or African American
5 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
94 % White
 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 16 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	36
(3)	Total of all transferred students [sum of rows (1) and (2)].	77
(4)	Total number of students in the school as of October 1.	479
(5)	Total transferred students in row (3) divided by total students in row (4).	0.161
(6)	Amount in row (5) multiplied by 100.	16.075

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 22

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 271

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 51

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>3</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>47</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	97%	97%	95%	95%
Daily teacher attendance	95%	95%	96%	97%	95%
Teacher turnover rate	2%	0%	0%	0%	2%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u> </u>	%

PART III - SUMMARY

Our school-wide slogan is “We Promote and Encourage Success,” a slogan that is visible throughout our school and is known in our community. In addition, our school is guided by the mission statement “to provide opportunities for each student to learn skills, acquire knowledge, and develop character necessary to become successful citizens.” As well, the consensus of our school is that our slogan and mission statement express to the students, parents, and community that West Point Elementary School is a place where students are valued, encouraged, and welcomed.

In 1918 West Point Elementary School was established. Today we strive to provide a superior education for the 456 kindergarten through third grade students, while maintaining the small community feel on which the school was founded. We are passionate in our endeavor to provide every student with a quality education while striving to ensure a well-rounded child. At West Point Elementary School, our sense of community is significant. Approximately fifty percent of our faculty members are alumni; therefore, this existent unity coupled with the desire for our students to achieve sets the irrefutable tone of optimism for our school.

We value and recognize our students’ academic and behavior achievements; furthermore, these students are recognized through a school-wide morning broadcast. Additionally, students who are distinguished as “Good Citizens” are acknowledged by their names being displayed in our hallway as being a Standardized Test of Assessment in Reading (STAR) student. We feel that our school provides a variety of channels in which our students feel valued and rewarded for their successes in an assortment of ways. Likewise, our school offers an array of academic outlets to foster the academic development of the whole-child through our science labs, music program, and technology classroom. Thus, our school's combination of programs to recognize student academic, behavior and service achievements, along with our goal to appeal to our students’ diverse learning styles, echo the optimistic tone we are eager to convey.

Accordingly, our faculty is cognizant of the multiplicities of learning styles within our school; consequently, we strive to vary our instructional strategies so that each child experiences a sense of accomplishment. Similarly, the combination of a positive relationship between students and staff as well as the goal of increasing success creates an atmosphere at WPE where students feel secure and safe while excited to be at school.

In conclusion, West Point Elementary is a place where learning is top priority. We have made it our goal to support students in their endeavors as they grow into responsible, educated, and service-minded citizens.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Introduction: Alabama State Assessments

The Alabama State department of Education evaluates West Point Elementary students with the following assessments:

Dynamic Indicators of Early Literacy Skills (DIBELS).....Kindergarten – 2nd Grade

Stanford Achievement Test Partial Battery (SAT-10).....3rd Grade

Otis-Lennon School Ability Test (OLSAT).....3rd Grade

Alabama Reading and Mathematics Tests (ARMT).....3rd Grade

Alabama determines Adequate Yearly Progress (AYP) using student proficiency and test preparation rates on the Alabama Reading and Mathematics Tests (ARMT). The goal for academic assessments is to score at or above the annual measurable objectives with at least a 95% participation rate. Four academic achievement levels define how well students are mastering the state's grade level academic content standards on ARMT.

Level IV: Exceeds Academic Content Standards

Level III: Meets Academic Content Standards

Level II: Partially Meets Academic Content Standards

Level I: Does Not Meet Academic Content Standards

Students are proficient or meet state academic standards, when they score at Level IV or Level III.

West Point Elementary School is dedicated to the philosophy that our school must focus on the individual student and the instructional program must be planned to serve the needs of every student. Exemplary success is evident at WPES with 96% of 3rd grade students meeting or exceeding the standards in both reading and math on the state assessment (ARMT). We are proud to state that in 2009, 100% of our students in the reduced lunch and non poverty subgroups met or exceeded standards for proficiency in math. In our free lunch subgroup, 92% of WPES students met or exceeded standards for proficiency.

At the national assessment level, SAT 10, the validity of success for WPES students is equally impressive. Our students have consistently improved, showing achievement at the 74th percentile in reading and achievement at the 78th percentile in math for 2009. On the nationally normed Stanford Achievement Test, the 3rd grade students at WPES performed better than 74% of those students that participated in this national assessment in reading. WPES's 3rd grade students also performed better than 78% in math. Educating students in the 21st century requires a strong focus and a passionate heart for innovative approaches. At WPES, our motto is "**We Promote & Encourage Success.**"

WPES will continue to have high expectations of academic excellence for all students. Our "Can do Attitude" is what contributes to the continued success of our students.

This academic excellence for all students will allow students to compete in today's complex society.

To access testing data: <http://www.alsde.edu>

Select: Accountability Reporting

Select: Accountability Reporting System

Select: School Year

Select: Report

Select: Cullman County System

Select: West Point Elementary School

2. Using Assessment Results:

Teachers and administrators at WPE embrace the understanding that we must carefully examine the strengths and weaknesses of each individual student and plan our instruction according to each student's need. To create a successful learning community, we improved our daily schedule to provide common planning and uninterrupted instructional time. Weekly grade level meetings provide an opportunity to share and discuss student data in an effort to improve instructional strategies as well as improve student success. School administrators, special education teachers, instructional aides, and our school's reading specialist, as well as the regular classroom teachers actively participate in data meetings. The data meetings provide opportunities for teachers to collaborate and plan instruction that will enable each student to reach his/her full potential. Our counselor implements motivational strategies throughout the year that are designed to encourage each student to perform at the highest level. At the beginning of the school year, teachers use the previous year's test data to address weaknesses and to guide instruction focusing on areas that need the most improvement. Assessment is ongoing in each classroom and may take the form of teacher observation, student performance, and informal or formal standardized testing. Whole group, small group, and one-on-one instruction are implemented as indicated by the test data. Test data is analyzed to determine individual student achievement. Areas of concern are continually addressed, and student effort and gains are recognized and celebrated.

3. Communicating Assessment Results:

One of our goals at WPE is open communication. Recognizing that communication is essential to academic success, we strive to communicate with our parents and the community at every possible level. Student work is sent home regularly, either daily or weekly for parents to evaluate. Parents receive report cards at the end of each nine-week grading period and progress reports at the midpoint of the nine weeks. Parent/Teacher Conferences are built into the school calendar and occur after the first report card has been sent home. Additional parent/teacher conferences are scheduled as needed throughout the year at the request of a parent, a teacher, or an administrator. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test results are reported to parents three times per year along with an explanation of the results. Teachers discuss results with the students and provide feedback, encouragement, and constructive suggestions for improvement. STAR (Standardized Test for Assessment in Reading) results are sent home with report cards at mid-year and in the spring. The SAT10 (Stanford Achievement Test 10) and ARMT (Alabama Reading and Mathematics Test) are both administered in third grade. Prior to the administration of these tests, both the teachers and the school counselor indicate in their newsletters ways that additional support from home can enable students to be "test ready." After parents receive copies of their child's test results, they have the opportunity to meet with the counselor to learn how to interpret the results and how to better assist their child in school. Our test results are also available online from the Alabama State Department of Education and the

Cullman County Board of Education website. Parents receive a yearly printed report card from the state that details our school's test results. The local newspaper also publishes school test results to keep the community informed of our school's achievements.

4. Sharing Success:

West Point Elementary has been an Alabama Reading Initiative School since 2004. Our school has hosted several training sessions for local reading coaches from across the county. In these sessions, coaches come to share strategies that help students become better readers and teachers become more effective instructional leaders in the classroom.

Annually, WPES students participate in a Science Fair by creating posters on a selected science theme. The Science Fair culminates with a Family Science Night. All WPES families, county school personnel, community leaders and surrounding schools are encouraged to attend. This event serves as a platform to award our students and to showcase their talents.

The West Point Elementary School web page is a source of information to share with both teachers and parents and provides links to each classroom. This promotes parent involvement in both school activities and in the education of their child.

In 2008, West Point Elementary received a distinguished Great Schools rating of ten out of ten. This distinction was awarded based on test scores and parent reviews. Also, WPE was the recipient of the 2008 state AYP Award Program, "Exceeding the Challenge". Open house, parent meetings and our school web page enables us to share these accomplishments with our parents and community stakeholders.

Our principal, Mrs. Coleman is a member of the Alabama Instructional Review Team. During these visits she is able to share and learn with other schools. The team engages in discussions concerning instruction in the classroom and ways to improve the overall curriculum in the school.

As a Blue Ribbon School we will continue to celebrate and share the successes of West Point Elementary. We are humbled to be recognized with this honor and will eagerly share what we have learned with others.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

West Point Elementary School uses the motto "We Promote and Encourage Success." This is evident throughout our curriculum. Planning lessons that motivate and inspire students is obvious in our classrooms. The ideal instructional environment for the teaching of language arts is a balanced one. In our school, the language arts curriculum encompasses reading, literature, writing and language, research and inquiry, and oral and written communication. Teachers use a variety of strategies and methods as they take into consideration the needs of all children. Students are reading and responding to literature, writing and creating visual images for meaningful purpose, researching to expand knowledge on different subjects and learning appropriate word choices for specific audiences. Classrooms are equipped with computers, ELMO's, projectors and books galore to help foster growth and enhance achievement for the learner of the 21st century. Throughout the language arts curriculum, children are encouraged to develop self confidence and assurance as they express themselves. By being actively engaged in diverse learning experiences children become motivated to read and expand their abilities as language users.

The goal of our math program is to empower students to live and work in the 21st century with the math skills and understandings they will need to lead successful careers and lives. Our community prides itself on the fact that our high school students have been highly successful in math competitions. Numerous math awards adorn our high school math department. WPES feels a great commitment to build a solid foundation in mathematics to maintain the tradition. Teachers use manipulatives and a variety of technology resources to enrich lessons and provide a balance of practice with basic concepts in real world settings. Students are given opportunities to build mathematical understanding while encountering ideas in context. Our school also utilizes the Fast Math computer based program. This program supplements our math curriculum and provides daily math practice for students.

To stimulate interest in scientific investigations our school is equipped with a science lab. Each class visits the lab weekly where the students receive instruction from the science lab teacher. Students are engaged in a hands-on, inquiry based approach to science. Through observing, experimenting, collecting data and drawing conclusions students are actively learning about their natural world. Each spring our school and community come together for Family Science Night. This is not only an opportunity for parents to come and view science posters and projects but also an opportunity for our school to relay important science topics to the community. We have been fortunate to have wonderful speakers such as Auntie Litter and Steve Trash at this event. This year the students are anxiously awaiting a speaker from the Space & Rocket Center. There will be an indoor planetarium set up for an awesome hands-on experience with the marvels of space.

Through the social studies curriculum, students begin to develop a better understanding of the community in which they live. The overall goals are developing awareness of self and family, understanding the role of the individual within the community and state and making connections with people and places around them. Teachers utilize local community resources such to enhance instruction. Our third graders are fortunate to visit the Peinhardt Farm each year where they learn about life of long ago by participating in such activities as milking a cow and harvesting food. Students gain valuable insight through these hands-on experiences.

At WPES we recognize that music plays an integral role in the learning process and in developing the whole child. Students attend music class weekly where they develop a basic knowledge of rhythm and music notation. Children are able to express themselves freely through music. School wide programs offer entertainment throughout the year. The talents of all our children are encouraged and supported.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

WPE has been an active participant of the Alabama Reading Initiative since 2004. We hold firm to the belief that all students should be provided the best reading instruction possible. We believe that good reading instruction should be scientifically research-based and explicitly taught. We believe that highly skilled

instruction provides for more explicit instruction, intensive instruction, practice with appropriate texts, and coordination across instructional settings.

We are aware of the importance of providing a balanced and comprehensive approach to reading instruction. We ensured that the core reading program we selected included the five essential components of reading as determined by the National Reading Panel. These essential components include: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

As suggested by the Alabama Reading Initiative, 90 minutes of uninterrupted reading instruction is provided. This includes both whole group and small group instruction. These groups are determined by the guidelines set by the core reading program, DIBELS, a reading assessment given three times a year to determine student progress, and by teacher expertise. Teachers meet regularly as grade levels to determine the strengths and weaknesses of the program and specific needs of all students. The school's reading specialist works with both students and teachers. She models lessons and leads discussions with teachers about ways to effectively plan lessons to meet the needs of students. She helps with the interpretation of data that drives our instruction. She also provides professional development to the teachers on scientifically research-based best practices.

Research shows that students who struggle in reading, benefit from additional instructional time. We follow the Tier 3 Reading Model, which provides for core reading instruction to all students, additional instruction to targeted students, and supplementary intensive instruction to those students who are at risk of failure. We use the assessments provided by the core reading program as well as DIBELS and item analysis of unit tests to determine the needs of students in each classroom.

Our core program provides additional opportunities to determine the growth of students by including daily progress monitoring in all five components of reading, which allows teachers to know the progress of students daily. The goal at WPE is to strive to produce skillful readers who are able to demonstrate accuracy, automaticity, fluency, active building of meaning, and self-regulation.

3. Additional Curriculum Area:

The music program at West Point Elementary School has a positive impact across the curriculum. There is a full time music teacher who actively engages the students in developing rhythm, music reading, and fine arts appreciation. Undoubtedly, through testing results, the correlation between music exposure and high academic achievement is evident at West Point Elementary School.

Rhythm development is accomplished through movement and echo singing which progresses to reading music. The younger students are encouraged to use auditory skills and body movements to expand rhythmic abilities by "feeling" the beat. The older students learn to read musical notation. This musical experience crosses the curriculum into reading fluency.

One component of the music program incorporates the Orff musical instruments which are age appropriate versions of bells and xylophones. These tone bar instruments are part of an entire learning approach that helps students become sensitive listeners and considerate participants as they play together in an ensemble.

After learning fundamental music reading skills through solfa sight-singing and Orff instruments in first and second grade, the third grade students are introduced to recorders. The curriculum, "recorder karate", allows children to progress at individual levels. Under the direction of the music teacher, the students learn and perform several recorder selections.

The entire gamut of fine arts is accomplished through musical productions. The students take ownership of several performances throughout the school year. Age appropriate musicals are selected and various opportunities are offered for every student to participate. Students capitalize on their individual talents by selecting a personal area of interest such as scene production, lighting, sound, staging, recording, casting, acting, chorus, costume design, and program design – every child can find his/her personal niche. They are required to memorize lyrics and dialogue, along with acting skills such as voice projection, stage appearance, and diction. The entire grade level unites in the final production. The community takes pride in the music program at West Point Elementary School by visibly showing their support. The music program greatly enhances every aspect of academic achievement and community involvement.

4. Instructional Methods:

The faculty, staff, and volunteers at West Point Elementary have a commitment to ensure all children achieve their academic potential. We all feel a personal obligation to meet the needs of every student and to equip them with the tools to be successful.

The teachers utilize the variety of research based instructional strategies and activities. We strive to reach students with all types of learning styles (visual, auditory, kinesthetic, and tactile). Since our approach to learning is student centered, we use various techniques including centers, whole group instruction, enrichment, one-to-one instruction, manipulatives, small group instruction, and peer tutoring. All classrooms are equipped with ELMO and LCD projectors. The technology made available through these devices allows teachers to expand lessons implementing power point presentations available via internet access. The ELMO engages visual learners through teacher modeling of concepts. We tailor these processes to the individual needs of our students.

Instruction in reading is very explicit and follows specific routines. Students in need of additional academic preparation are identified through data and they receive individualized tutoring needed to remediate deficiencies. As students progress and master academic skills, they return to whole group instruction.

Through technology, the special education teacher has access to all general education lesson plans. Accommodations are implemented to the curriculum in order to meet the goals of students with exceptional needs. Students identified with disabilities are taught in the regular classroom setting as specified in the individual education program. As needed, paraprofessionals work with these students daily to monitor progress in the regular curriculum.

At West Point Elementary School, we are especially proud of our school volunteers. They are always ready to help a student who is struggling. Relationships are built and students look forward to the time they spend with them. Our volunteers are instrumental in creating a learning environment for all students. They work one-on-one with students in academic areas, plus they instill a sense of confidence in each child.

All of these unique and diverse instructional methods combine to provide our students with the best opportunities for success. We are committed to improving student success through a variety of teaching strategies.

5. Professional Development:

At West Point Elementary, our ambition is to provide quality instruction for all students. Our faculty and staff participate in a variety of continuous learning opportunities to ensure quality instruction is provided. Collaboration among faculty is our utmost source for professional development. Through data meetings, BBSST meetings, grade level meetings, Professional Learning Communities, book studies and teacher observations, teachers share ideas and analyze student learning. As an Alabama Reading Initiative school, we take advantage of the professional development opportunities provided through our reading specialist with “Turn Around” trainings. “Turn Around” trainings provide researched based strategies that equip teachers to teach state standards with fidelity.

Our teachers participate in professional development opportunities during the summer provided through our regional in-service at Athens State. A variety of topics are made available to accommodate individual teachers. Seven professional development days are included in the school calendar. These days provide teachers throughout the district opportunities to share ideas not only at the local level but also the district level. District level professional development is offered based on the NSDC Standards Assessment Inventory that is administered to all schools. Guest speakers present information on topics such as standards driven instruction, strategies for students at-risk, building professional learning communities, and meeting the needs of all students.

The technology department also provides teachers with ongoing professional development workshops. Teachers are trained in methods of using the latest technology to supplement classroom instruction. These workshops have covered a variety of topics including how to develop web pages to enhance parent involvement and communication.

A professional library provides our faculty and staff with up to date research based reading material used to generate learning conversations during Professional Learning Community meetings and book studies. At West Point Elementary, we are continuously analyzing and reflecting on school wide data and teaching strategies to celebrate success and address challenges. This dedication and enthusiasm of continuous learning ensures quality instruction for our students.

6. School Leadership:

The mission of West Point Elementary School is to provide opportunities for each student to learn skills, acquire knowledge, and develop character necessary to become successful citizens. The administration at West Point Elementary School works hard to ensure that student achievement is top priority in all decision making.

The administration understands the importance of being strong instructional leaders. These roles are carried out through leading data meetings and walk-throughs to celebrate successes and identify areas of focus. As instructional leaders, Mrs. Coleman and Mrs. Yarbrough realize the importance of participating in and securing time for teachers to have weekly grade level meetings, professional learning communities, and monthly faculty meetings. Active participation ensures that our faculty and staff are provided with resources to meet the needs of all students. Our Building Based Student Support Team also provides leadership and guidance for teachers to better manage issues in the classroom that adversely affect students' emotional and academic performance. The team offers recommendations and resources to meet the individual needs of all students.

We have an open-door policy in which all stakeholders are encouraged to share thoughts and opinions. The open-door policy fosters positive relationships and mutual respect among and between students, parents and staff. Parents and faculty complete annual surveys detailing the effectiveness of instruction, policies, programs, resources, and relationships. The survey data is analyzed to identify ways to improve student achievement and provide a positive learning environment. The data from surveys and test results is used by the CIP team to plan goals and objectives for the following school year. We formulate these goals and objectives into an effective fluid plan called our “Continuous Improvement Plan”.

This balanced approach to leadership has proven to be effective at West Point Elementary. We are confident that we have found a recipe for success at West Point Elementary that enables us to provide an environment where our students feel secure, safe and are actually happy to come to school each day. It is this atmosphere that promotes the learning process and also helps to develop a child to full potential. We all work together for a common goal.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Alabama Reading & Math Test

Edition/Publication Year: 2009

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	97	93	95	92	91
Proficient	81	78	80	76	65
Number of students tested	134	139	131	132	112
Percent of total students tested	100	100	99	99	97
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient Plus Advanced	93	93	91	86	88
Proficient	74	78	74	18	63
Number of students tested	73	73	78	73	65
2. African American Students					
Proficient Plus Advanced					
Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Proficient					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced	75	65	80	66	
Proficient	33	53	52	52	
Number of students tested	12	17	25	21	
5. Limited English Proficient Students					
Proficient Plus Advanced					
Proficient					
Number of students tested					
6. Largest Other Subgroup					
Proficient Plus Advanced					
Proficient					
Number of students tested					

Notes:

Level III- Meets Standards. Level IV- Exceeds Standards. In 2004-2005, we tested less than ten students in the Special Education Sub-Group.

Subject: Reading

Grade: 3 Test: Alabama Reading and Math Test

Edition/Publication Year: 2009

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	95	96	89	90	87
Proficient	75	69	59	63	55
Number of students tested	134	139	132	132	112
Percent of total students tested	100	100	99	99	97
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient Plus Advanced	93	94	83	87	84
Proficient	74	67	49	51	54
Number of students tested	73	73	79	73	65
2. African American Students					
Proficient Plus Advanced					
Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Proficient					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced	58	70	68	47	
Proficient	33	35	32	33	
Number of students tested	12	17	25	21	
5. Limited English Proficient Students					
Proficient Plus Advanced					
Proficient					
Number of students tested					
6. Largest Other Subgroup					
Proficient Plus Advanced					
Proficient					
Number of students tested					

Notes:

Level III- Meets Standards. Level IV- Exceeds Standards. In 2004-2005, we had less than ten students in the Special Education Sub-Group.